DOCUMENT RESUME

ED 354 950 JC 930 120

TITLE Survey of Part-Time Faculty, Fall 1992.
INSTITUTION College of the Canyons, Valencia, CA.
PUB DATE Jan 93
NOTE 51p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adjunct Faculty; College Faculty; College Planning; Community Colleges; Comparative Analysis; Faculty Development; *Instructional Improvement; *Part Time Faculty; *Program Evaluation; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; Teaching Load; Two Year Colleges
IDENTIFIERS *College of the Canyons CA

ABSTRACT

The Associate Program for Adjunct Faculty (APAF) at the College of the Canyons (CC) in Valencia, California, includes efforts to increase instructional quality by increasing the incidence of good teaching practices among part-time instructors. As part of a project to evaluate the APAF and to determine the involvement of adjunct faculty in the college, a survey was conducted in September 1992 of 116 adjunct faculty, 24 of whom had participated in the APAF. Usable responses were received from 108 teachers, resulting in a 93.1% response rate. Study findings included the following: (1) 33.3% of APAF participants had been employed at CC for 6 or more years, compared to 17.9% of non-participants; (2) 62.5% of APAF participants hoped to teach full-time at CC, compared to 49.4% of non-participants; (3) among APAF participants, 82.6% reported having completed a Master's degree or higher, while 69% of non-participants had done so; (4) 38.3% of all respondents reported that they "never" talk with their Division Chair, though 52.8% reported talking to their Lead Faculty Member at least once a month; (5) while 57.1% of non-participants reported talking with other faculty members in their department at least once a month, compared to 45.8% of APAF participants, APAF participants reported a greater number of discussions about teaching practices; (6) 29% of APAF participants reported involvement in campus governance, compared to 24.1% of non-participants; and (7) vocational part-time faculty reported communicating more frequently with their Division Chairs than academic faculty. Data tables, responses to open-ended questions, and the survey instrument are included. (PAA)

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College of the Canyons
Santa Clarita Community College District

Survey of Part-Time Faculty
Fall 1992

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ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

In Summer 1992, the college received a $15,000 grant from the Fund for Instructional Improvement of the California Community Colleges Chancellor's Office. The grant was to fund the operation and evaluation of College of the Canyons' Associate Program for Adjunct Faculty for 1992-1993. The Associate Program is designed to improve the quality of instruction available at the college by increasing the incidence of good teaching practices among part-time faculty.

The first step in the evaluation process was the administration of the Survey of Part-time Faculty in Fall 1992. The survey was designed to determine adjunct faculty member's involvement with the college and to assess whether the Associate Program has made a difference in terms of the faculty member's sense of connection and commitment to the college.

Methodology

The data used in this study were gathered during the Fall semester of 1992 at College of the Canyons, a medium suburban community college with a student population of about 6,300, a full-time faculty of 70, and a part-time faculty of 147.

Nearly all the college's 116 part-time teaching faculty, who were not newly hired for the fall term, participated in the survey. Seventeen new adjunct faculty were <u>not</u> surveyed since they would not have had a history with the college and would have been unable to respond to the survey. Another 14 part-time faculty were not surveyed since they were non-teaching faculty.

A cover letter and copy of the survey was sent to the home address of each of the 116 adjunct faculty on September 9th, 1992. A follow-up reminder postcard was mailed to non-respondents two weeks later on September 23rd. After the elapse of another two weeks, a second copy of the survey was sent to non-respondents. A total of 108 part-time faculty responded, **for a response rate of 93.1 percent.**

Of the 108 respondents, 24 were Associate Program participants and the remaining 84 are called "Other part-time faculty" in this analysis.

The survey instrument included three sections which measured involvement with the college or division, participation in the Associate Program for Adjunct Faculty, and demographic characteristics. A copy of the survey instrument is included in the Appendix. Frequencies were tabulated for all variables, including the open-ended question. Crosstabulations were then run by the Associate Program participant variable.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

PART I:

PROFESSIONAL PROFILE OF PART-TIME FACULTY

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW LONG HAVE PART-TIME FACULTY TAUGHT AT THE COLLEGE?

PERCENTAGE OF PART-TIME FACULTY, BY LENGTH OF EMPLOYMENT

	Associate Program	Other Part-Time	Total
One semester through five years	66.6%	82.2%	78.8%
Six to ten years	20.8%	10.7%	13.0%
Eleven to fifteen years	12.5%	3.6%	5.6%
More than fifteen years	--	3.6%	2.8%
MEDIAN RESPONSE	**4 yrs.**	**3 yrs.**	**3 yrs.**

ANSWER: The majority of part-time faculty have been employed five years or less (78.8 percent).

A greater percentage of Associate Program participants have been employed by the college for six or more years as compared to other part-time faculty (33.3 percent versus 17.9 percent). The Associate Program may help the college retain part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: WHEN DO PART-TIME FACULTY TEACH CLASSES?

PERCENTAGE OF PART-TIME FACULTY, BY TIME OF CLASSES

	Associate Program	Other Part-Time	Total
All are daytime classes	29.2%	24.1%	25.2%
All are night classes (starting after 4:30 p.m.)	54.2%	63.9%	61.7%
Mixture of day and night classes	16.7%	12.0%	13.1%

ANSWER: The majority (61.7 percent) of part-time faculty teach night-only classes.

A slightly larger percentage of Associate Program participants teach daytime only classes than do other part-time faculty (29.2 percent versus 24.1 percent). A smaller percentage of Associate Program participants teach night only classes than do other part-time faculty (54.2 percent versus 63.9 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW MANY LECTURE HOURS PER WEEK DO PART-TIME FACULTY TEACH AT THE COLLEGE?

PERCENTAGE OF PART-TIME FACULTY, BY LECTURE HOURS TAUGHT PER WEEK

	Associate Program	Other Part-Time	Total
3 or less hours	21.7%	41.7%	37.0%
4 through 6 hours	39.1%	41.6%	41.1%
7 through 9 hours	39.1%	11.1%	17.9%
More than 9 hours	--	5.6%	4.2%
Average/Mean	**6.17**	**5.06**	**5.33**
Median	**5.00**	**4.00**	**5.00**
N =	**23**	**72**	**95**

ANSWER: On the average, part-time faculty teach 5.33 hours of lecture classes per week.

The average number of hours taught by those who have participated in the Associate Program is slightly higher, at 6.17 hours per week.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW MANY LAB HOURS PER WEEK DO PART-TIME FACULTY TEACH AT THE COLLEGE?

PERCENTAGE OF PART-TIME FACULTY, BY LAB HOURS TAUGHT PER WEEK

	Associate Program	Other Part-Time	Total
3 or less hours	50.0%	34.4%	37.2%
4 through 6 hours	33.3%	44.8%	42.9%
7 through 9 hours	--	10.2%	8.7%
More than 9 hours	16.7%	10.3%	11.5%
Average/Mean	**6.83**	**5.28**	**5.54**
Median	**4.50**	**5.00**	**5.00**
N =	**6**	**29**	**35**

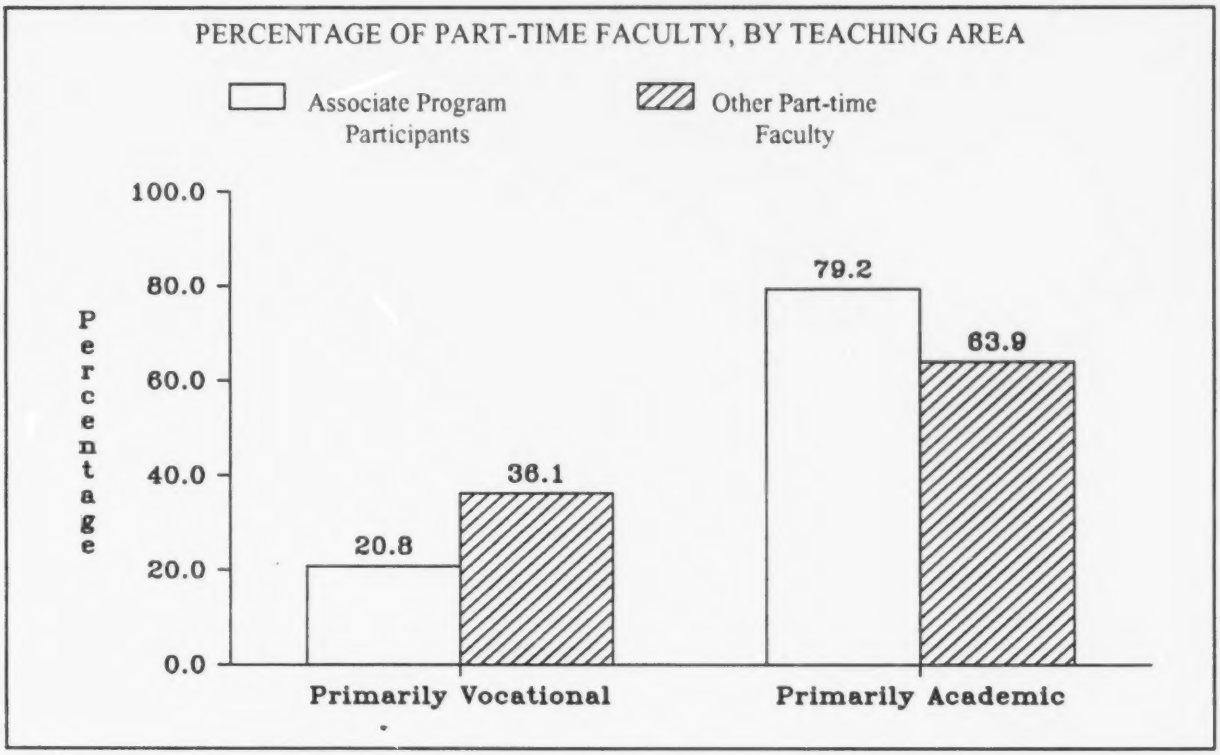
ANSWER: On the average, part-time faculty teach 5.54 hours of lab classes per week.

While the average number of hours taught by those who have participated in the Associate Program is slightly higher, at 6.83 hours per week, the median number of lab hours taught by Associate Program participants is lower than the median number of lab hours taught by other part-time faculty (4.50 versus 5.00).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO MOST PART-TIME FACULTY TEACH IN VOCATIONAL FIELDS?



ANSWER: Over two-thirds (67.3 percent) of the part-time faculty respondents said that they taught "a primarily academic subject."

A larger percentage of Associate Program participants classified their teaching area as academic than did other part-time faculty (79.2 percent versus 63.9 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO MOST PART-TIME FACULTY WANT TO TEACH FULL-TIME?

PERCENTAGE OF PART-TIME FACULTY WHO EVENTUALLY HOPE TO TEACH FULL-TIME

	Associate Program	Other Part-Time	Total
Do not want to teach full-time	29.2%	30.1%	29.9%
Yes, at COC	**62.5%**	**49.4%**	**52.3%**
Yes, at another community college	4.2%	3.6%	3.7%
Yes, at a 4-year institution	4.2%	10.8%	9.3%
Currently teach full-time elsewhere	--	3.6%	2.8%
Unsure	--	2.4%	1.9%

ANSWER: About 30 percent of the part-time faculty do not want to teach full-time.

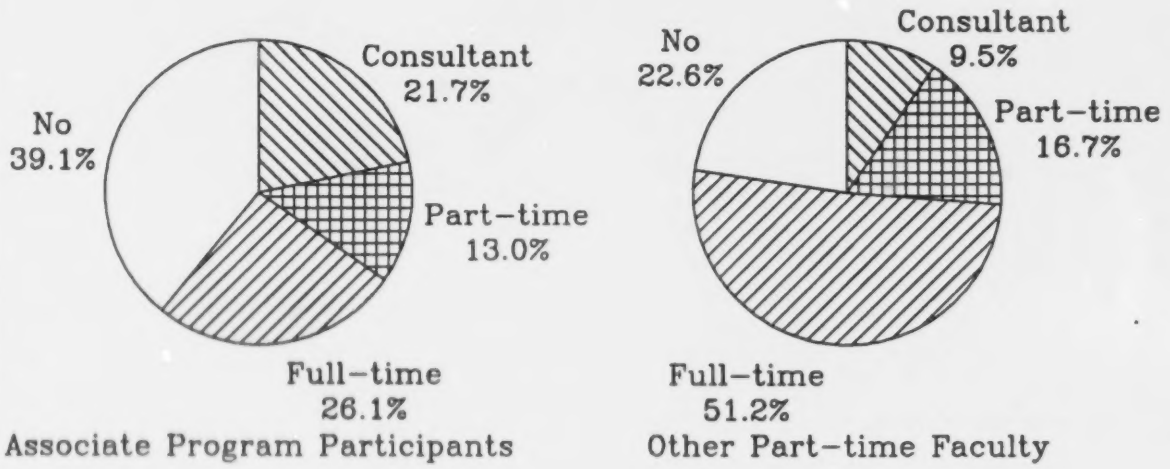
A higher percentage of Associate Program participants hope to teach full-time at College of the Canyons than do other part-time faculty (62.5 percent versus 49.4 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY CURRENTLY WORK IN THE FIELD THEY TEACH?

PERCENTAGE OF PART-TIME FACULTY WHO CURRENTLY WORK IN A FIELD RELATED TO THE SUBJECT THEY TEACH AT THE COLLEGE, BY TYPE OF EMPLOYMENT



ANSWER: Over eighty percent (82.8) of part-time faculty currently work in a field related to the subject they teach.

A higher percentage of other part-time faculty reported they were currently employed in a related field. While a total of 77.4 percent of other part-time faculty were working in a related field, only 60.8 percent of the Associate Program participants were otherwise employed. A larger percentage of Associate Program participants were employed in a consulting or free-lance capacity than their counterparts, however (21.7 percent versus 9.5 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HAVE PART-TIME FACULTY EVER WORKED IN THE FIELD IN WHICH THEY TEACH?

PERCENTAGE OF PART-TIME FACULTY WHO HAVE EVER WORKED IN THE FIELD IN WHICH THEY TEACH, BY TYPE OF EMPLOYMENT

	Associate Program	Other Part-Time	Total
Never worked in my teaching field	8.7%	6.0%	6.6%
Yes, full-time	73.9%	72.3%	72.6%
Yes, part-time	13.0%	18.1%	17.0%
Yes, as a free-lance/consultant	4.3%	3.6%	3.8%

ANSWER: The vast majority (93.4 percent) of part-time faculty have been employed full-time, part-time or on a free-lance basis in the field in which they teach.

There was little difference between the responses of Associate Program participants and other part-time faculty, in the type of their employment.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY TEACH PART-TIME AT OTHER SCHOOLS AND COLLEGES?

PERCENTAGE OF PART-TIME FACULTY WHO WORK PART-TIME AT A SCHOOL OR COLLEGE OTHER THAN COLLEGE OF THE CANYONS, BY TYPE OF INSTITUTION

	Associate Program	Other Part-Time	Total
Not employed part-time elsewhere	58.3%	66.7%	64.8%
High school	--	8.3%	6.5%
Two-year college	33.3%	20.2%	23.1%
Four-year college	8.3%	7.1%	7.4%

ANSWER: Nearly two out of five part-time faculty (37.0 percent) reported that they currently teach part-time at a school or college other than College of the Canyons.

A higher percentage of Associate Program participants reported that they teach at other two-year colleges than did other part-time faculty (33.3 percent versus 20.2 percent).

Some columns may add up to more than 100.0 percent since respondents could be working part-time at more than one type of institution.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY TEACH FULL-TIME AT OTHER SCHOOLS AND COLLEGES?

PERCENTAGE OF PART-TIME FACULTY WHO WORK FULL-TIME AT A SCHOOL OR COLLEGE OTHER THAN COLLEGE OF THE CANYONS, BY TYPE OF INSTITUTION

	Associate Program	Other Part-Time	Total
Not employed full-time elsewhere	82.6%	85.5%	84.9%
High School	13.0%	10.8%	11.3%
Two-year college	4.3%	1.2%	1.9%
Four-year college	--	2.4%	1.9%

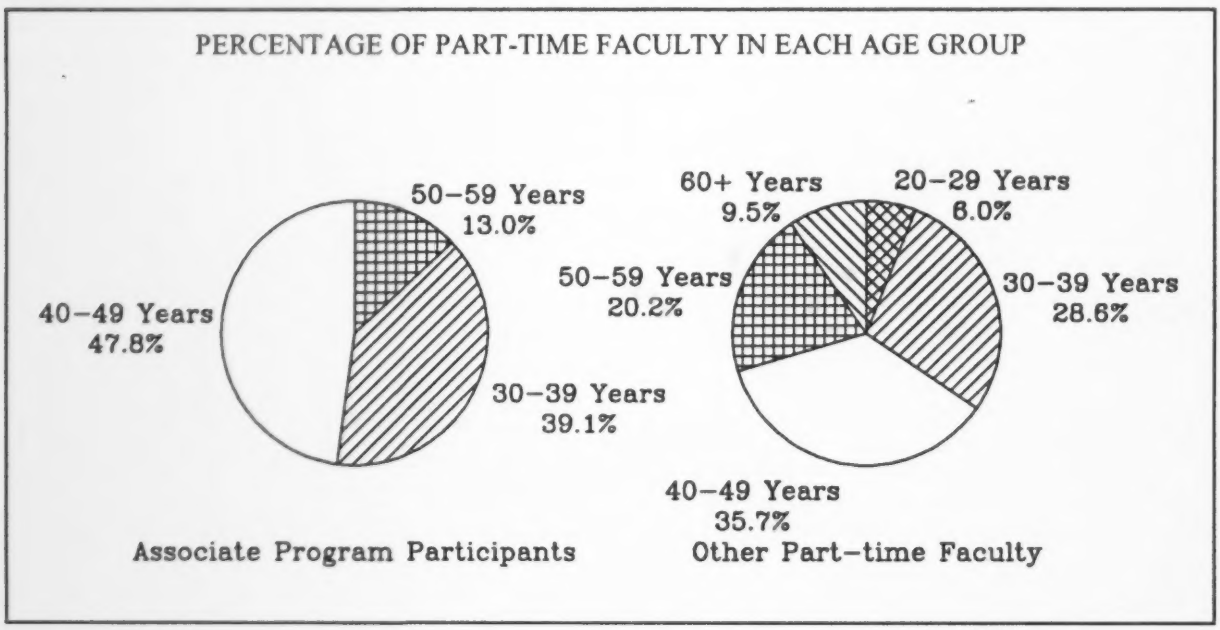
ANSWER: Only 15.1 percent of the part-time faculty reported that they currently teach full-time at a school or college other than College of the Canyons.

There was little difference in the responses of Associate Program participants and other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW OLD ARE OUR PART-TIME FACULTY?



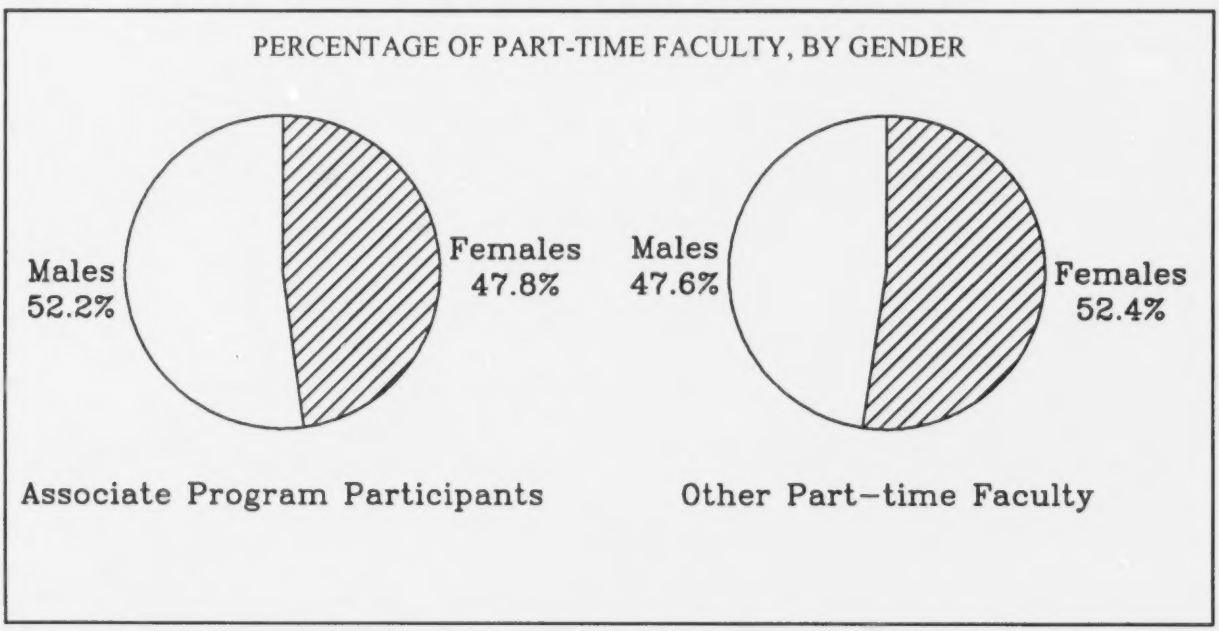
ANSWER: Nearly two-thirds (64.5 percent) of the part-time faculty respondents indicated that they were "40 or above."

A higher percentage of Associate Program participants were in the 30 to 39 year age group (39.1 percent versus 28.6 percent) and in the 40 to 49 year age group (47.8 percent versus 35.7 percent) than other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: WHAT IS THE GENDER MAKE-UP OF PART-TIME FACULTY?



ANSWER: While females were in the majority (51.4 percent) for all survey respondents, they represented only 47.8 percent of those who had participated in the Associate Program.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: WHAT DEGREES DO PART-TIME FACULTY HOLD?

PERCENTAGE OF PART-TIME FACULTY BY HIGHEST DEGREE EARNED

	Associate Program	Other Part-Time	Total
No degree	--	1.2%	0.9%
Vocational certificate	--	4.8%	3.7%
Associate degree	4.3%	3.6%	3.7%
Bachelor's degree	13.0%	21.4%	19.6%
Master's degree	69.6%	57.1%	59.8%
Ph.D. or Ed.D.	8.7%	8.3%	8.4%
M.D., D.O., D.D.S., or D.V.M.	--	--	--
LL.B. or J.D. (law)	4.3%	3.6%	3.7%
B.D. or M. Div. (Divinity)	--	--	--

ANSWER: Over seventy percent (71.9 percent) of all respondents reported having completed a Master's degree or higher.

A higher percentage of Associate Program participants had completed Master's degrees or higher than had other part-time faculty (82.6 percent versus 69.0 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

PART II:

INVOLVEMENT WITH THE COLLEGE AND DIVISION

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY COMMUNICATE WITH THEIR DIVISION CHAIR?

PERCENTAGE OF PART-TIME FACULTY WHO TALK WITH THEIR DIVISION CHAIR, BY FREQUENCY OF CONTACT

	Associate Program	Other Part-Time	Total
Once a week	12.5%	8.4%	9.3%
Once a month	8.3%	15.7%	14.0%
Twice a semester	16.7%	10.8%	12.1%
Once a semester	12.5%	26.5%	23.4%
Never	50.0%	34.9%	38.3%
Other	--	3.6%	2.8%
Mean Number of Annual Talks	**6.67**	**5.40**	**5.53**
Median Number of Annual Talks	**1.00**	**2.00**	**2.00**

ANSWER: Less than one-quarter (23.3 percent) of the total part-time faculty talk to their Division Chair at least once per month. A surprisingly large percentage of all part-time faculty reported they "never" talk with their Division Chair (38.3 percent).

There was little difference between the responses of Associate Program participants and those of other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY COMMUNICATE WITH THEIR LEAD FACULTY MEMBER?

PERCENTAGE OF PART-TIME FACULTY WHO TALK WITH THEIR LEAD FACULTY MEMBER (DEPARTMENT CHAIR), BY FREQUENCY OF CONTACT

	Associate Program	Other Part-Time	Total
Once a week	37.5%	28.6%	30.6%
Once a month	12.5%	25.0%	22.2%
Twice a semester	25.0%	21.4%	22.2%
Once a semester	4.2%	11.9%	10.2%
Never	12.5%	10.7%	11.1%
Other	8.3%	2.4%	3.7%
Mean Number of Annual Talks	**14.92**	**13.31**	**13.70**
Median Number of Annual Talks	**10.00**	**10.00**	**10.00**

ANSWER: Over half (52.8 percent) of the total part-time faculty talk to their Lead Faculty Member at least once per month.

There was little difference between the responses of Associate Program participants and those of other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY COMMUNICATE WITH OTHER FACULTY IN THEIR DEPARTMENT?

PERCENTAGE OF PART-TIME FACULTY WHO TALK WITH OTHER FACULTY MEMBERS IN THEIR DEPARTMENT, BY FREQUENCY OF CONTACT

	Associate Program	Other Part-Time	Total
Once a week	33.3%	38.1%	37.0%
Once a month	12.5%	19.0%	17.6%
Twice a semester	16.7%	9.5%	11.1%
Once a semester	20.8%	10.7%	13.0%
Never	16.7%	15.5%	15.7%
Other	--	7.1%	5.6%
Mean Number of Annual Talks	**15.00**	**15.45**	**15.06**
Median Number of Annual Talks	**10.00**	**10.00**	**10.00**

ANSWER: Over half (54.6 percent) of the total part-time faculty talk to other faculty members in their department at least once per month.

A smaller percentage of Associate Program participants talked with faculty in their department at least once per month than did other part-time faculty (45.8 percent versus 57.1 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY COMMUNICATE WITH OTHER FACULTY OUTSIDE THEIR DEPARTMENT?

PERCENTAGE OF PART-TIME FACULTY WHO TALK WITH OTHER FACULTY MEMBERS OUTSIDE THEIR DEPARTMENT, BY FREQUENCY OF CONTACT

	Associate Program	Other Part-Time	Total
Once a week	39.1%	16.7%	21.5%
Once a month	13.0%	23.8%	21.5%
Twice a semester	13.0%	13.1%	13.1%
Once a semester	17.4%	8.3%	10.3%
Never	13.0%	35.7%	30.8%
Other	4.3%	2.4%	2.8%
Mean Number of Annual Talks	**16.61**	**8.74**	**10.19**
Median Number of Annual Talks	**10.00**	**4.00**	**4.00**

ANSWER: Only 43.0 percent of the total part-time faculty talk to other faculty members outside their department at least once per month.

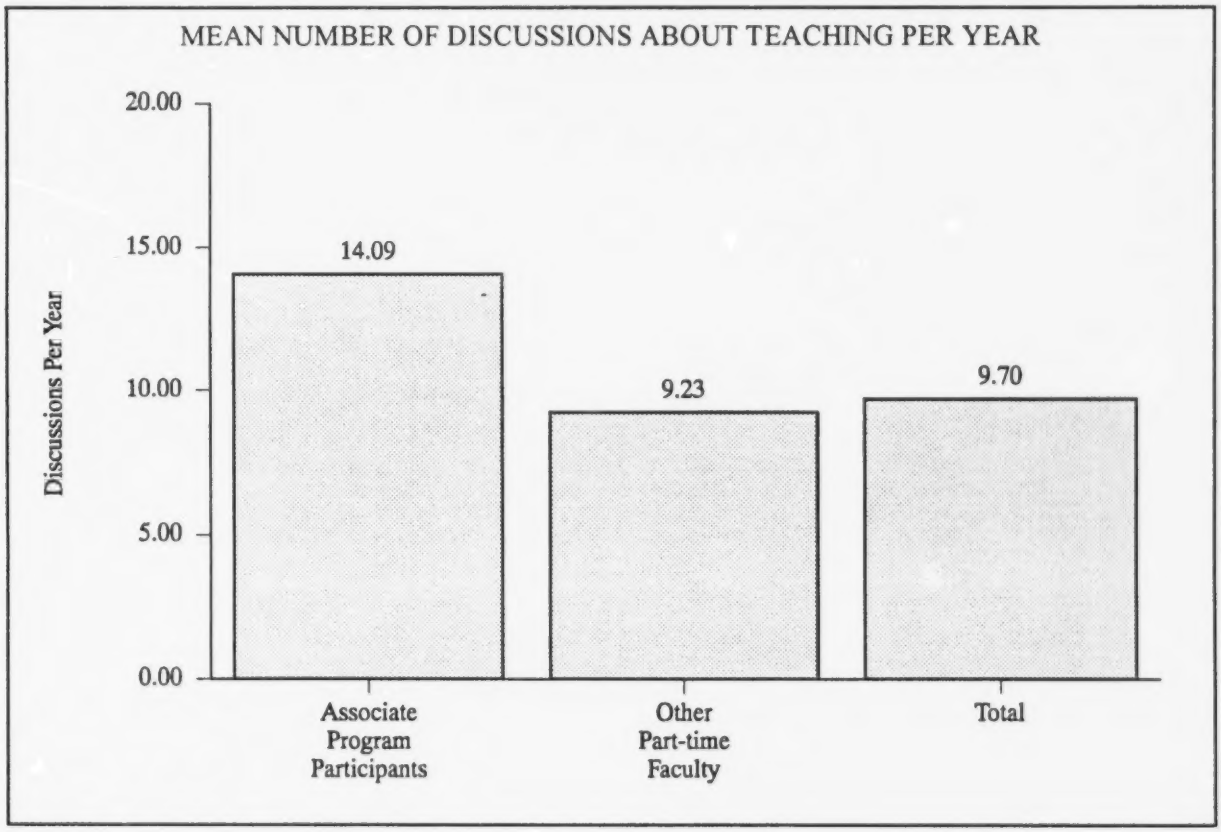
A larger percentage of Associate Program participants talk with faculty outside their department at least once per month than do other part-time faculty (52.1 percent versus 40.5 percent). A sizable percentage of other part-time faculty report that they "never" talk with faculty outside their department (35.7 percent).

Both the mean and median number of annual discussions by Associate Program participants with faculty outside their department far surpasses the figures for other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW OFTEN DO PART-TIME FACULTY DISCUSS TEACHING OR TEACHING PRACTICES WITH OTHER FACULTY AT COLLEGE OF THE CANYONS?



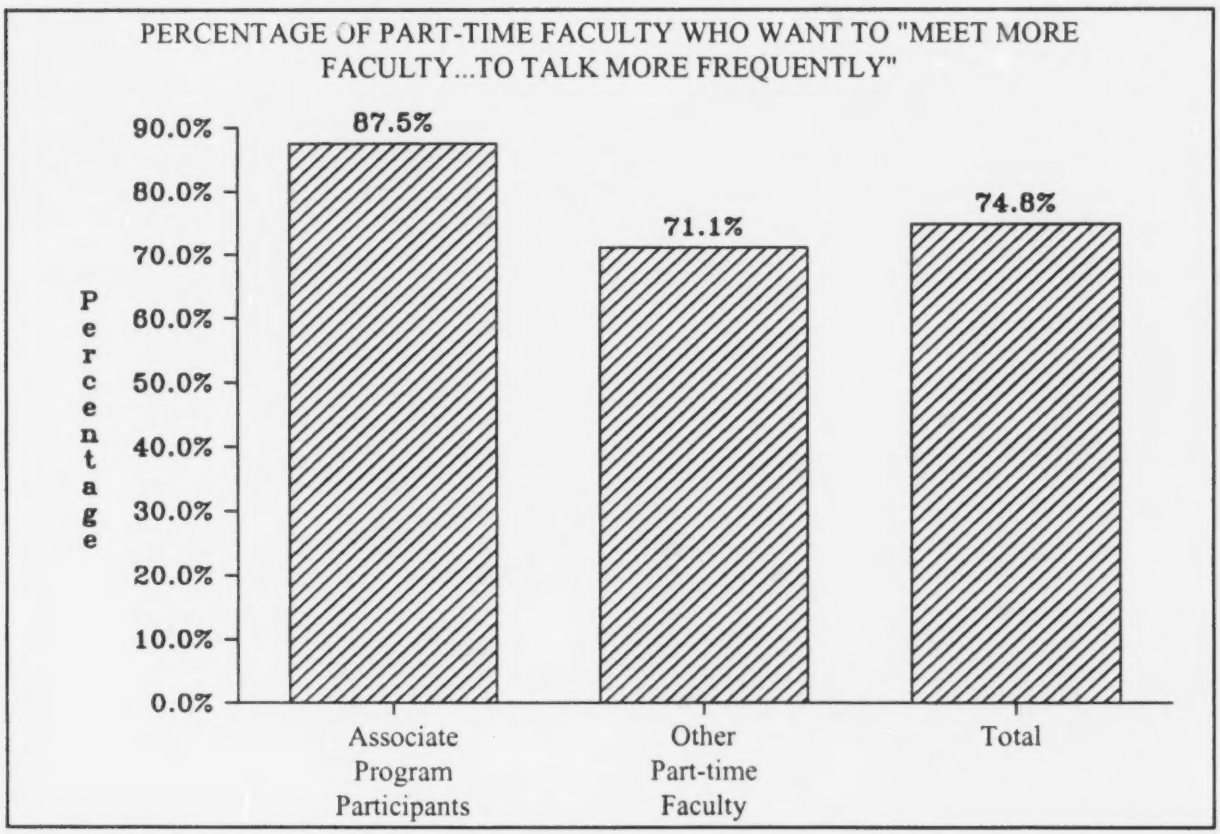
ANSWER: On the average, the part-time faculty have about ten discussions per year (9.70) with other faculty at the college about teaching or teaching practices.

Part-time faculty who have participated in the Associate Program have more discussions about teaching practices than do other part-time faculty. Associate Program participants reported an average of 14 discussions per year as versus 9 for other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY WANT TO MEET MORE FACULTY MEMBERS AT THE COLLEGE TO TALK MORE FREQUENTLY?



ANSWER: About three-quarters (74.8 percent) of the part-time faculty said they "would like to meet more faculty members at College of the Canyons to talk more frequently."

A higher percentage of Associate Program participants indicated that they would like to have discussions with other faculty then did other part-time faculty. Twenty-one of the 24 Associate Program participants, or 87.5 percent, wanted more discussions as versus only 71.1 percent of other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: WHO HELPED PART-TIME FACULTY GET STARTED AT THE COLLEGE?

INDIVIDUALS WHO PROVIDED "MOST HELPFUL GUIDANCE" AT START OF COC TEACHING

	Associate Program	Other Part-Time	Total
Division Chair	16.7%	13.4%	14.2%
Lead Faculty Member	54.2%	47.6%	49.1%
A full-time faculty member	20.8%	15.9%	17.0%
A part-time faculty member	4.2%	7.3%	6.6%
No one provided guidance for me	4.2%	11.0%	9.4%
Other	--	4.9%	3.8%

ANSWER: Nearly half the part-time faculty identified the Lead Faculty Member as the person who provided them with the most helpful guidance when they first started teaching at the college.

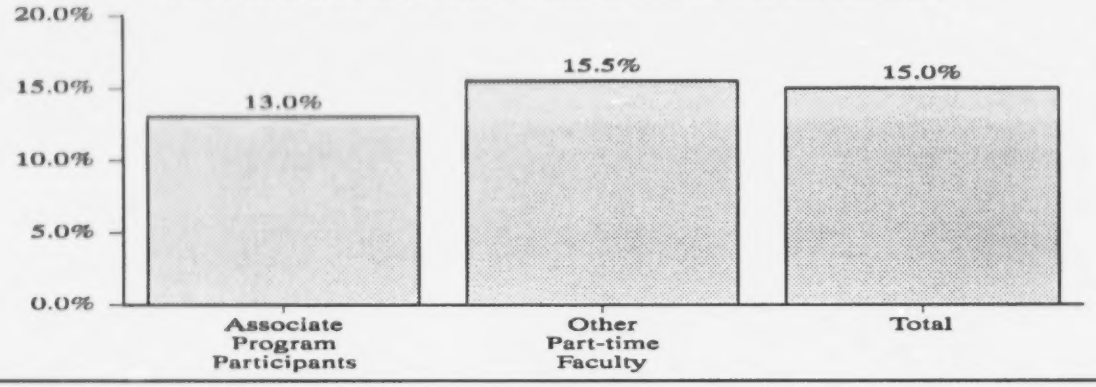
There was little difference in the responses of Associate Program participants to those of other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY ATTEND DIVISION AND/OR DEPARTMENT MEETINGS? IF NOT, WHY NOT?

PERCENTAGE OF PART-TIME FACULTY WHO ATTEND DIVISION AND/OR DEPARTMENT MEETINGS THROUGHOUT THE SEMESTER



WHY PART-TIME FACULTY DO NOT ATTEND DIVISION AND/OR DEPARTMENT MEETINGS

	Associate Program	Other Part-Time	Total
Unavailable to attend daytime meetings	62.5%	58.3%	59.3%
Not aware of Division/Department meetings	33.3%	33.3%	33.3%
Meetings are for full-time faculty only	20.0%	10.7%	13.0%
Not interested in attending meetings	4.2%	8.3%	7.4%
Other	4.2%	4.8%	4.6%

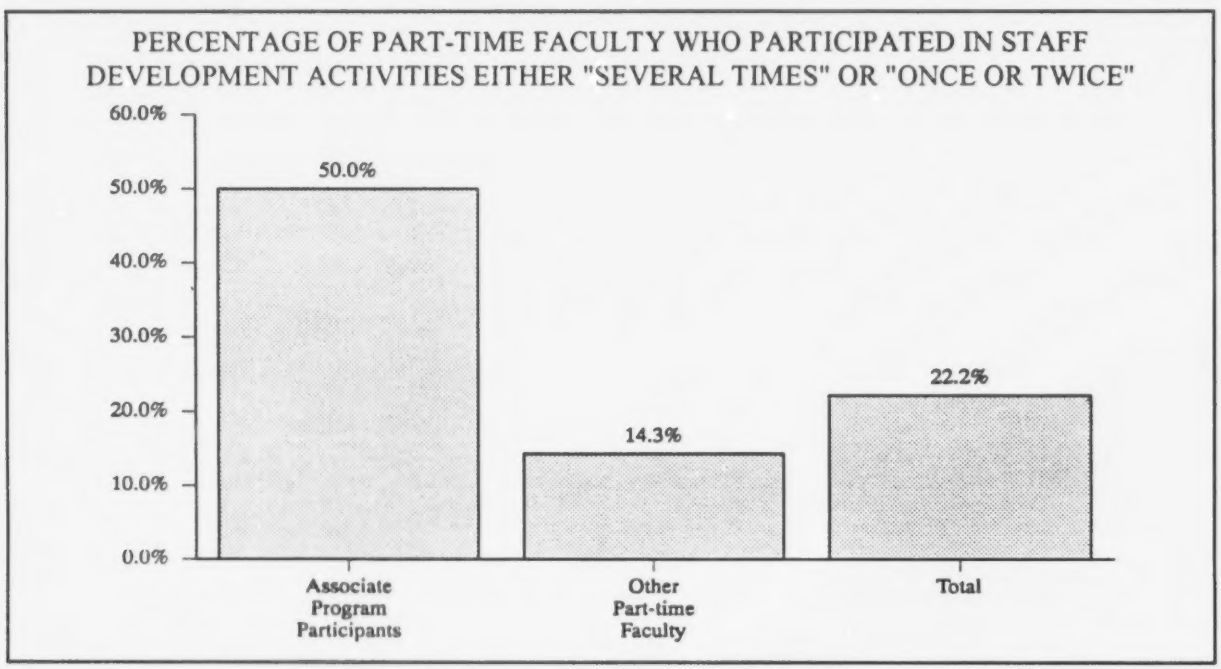
ANSWER: Most part-time faculty stated that they did not attend division/department meetings because they were held at times when they were unavailable to attend. One-third said they didn't know when the meetings were held and some assumed, perhaps incorrectly, that they were intended for full-time faculty only.

A higher percentage of Associate Program participants indicated that they thought the "meetings were for full-time faculty only."

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY PARTICIPATE IN STAFF DEVELOPMENT ACTIVITIES AT THE COLLEGE?



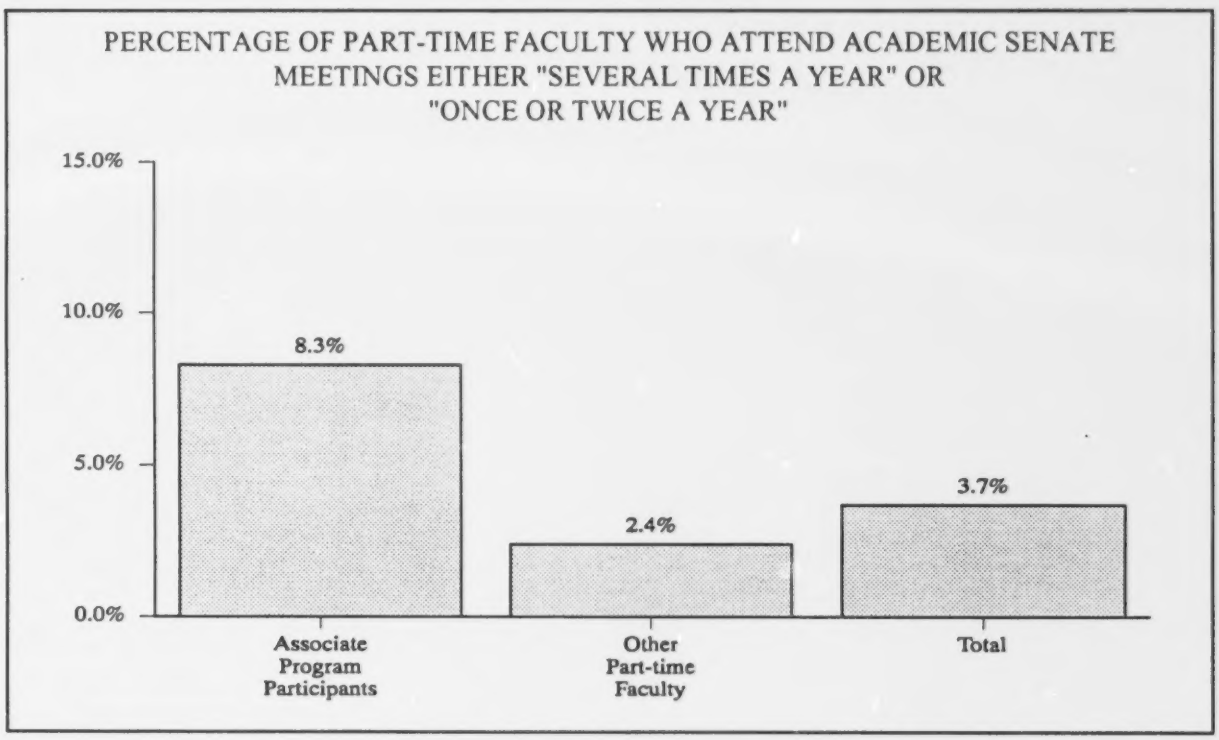
ANSWER: Only 22.2 percent of all part-time faculty indicated that they had "participated in staff development activities, either during the FLEX Program in January or at other times during the year."

A higher percentage of Associate Program participants reported participating in staff development as compared to other part-time faculty. While only 14.3 percent of other part-time faculty said they attended staff development programs, one-half of the Associate Program participants indicated participating. It is surprising that this figure is not higher since the Associate Program is considered a staff development activity.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY ATTEND ACADEMIC SENATE MEETINGS?



ANSWER: Only four of the 108 part-time faculty respondents said they "usually attend Academic Senate meetings at College of the Canyons." All four said they attended meetings only "once or twice a year."

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

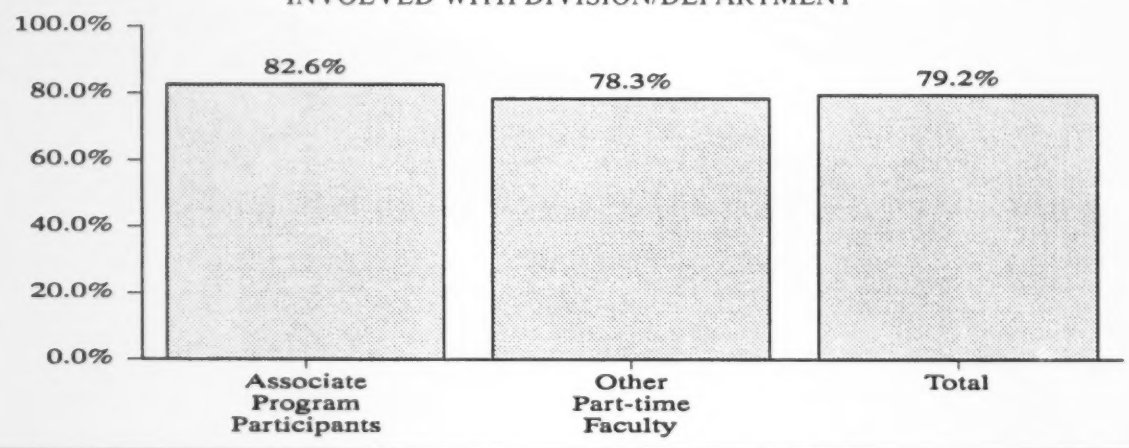
SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW INVOLVED DO PART-TIME FACULTY FEEL WITH THEIR DIVISION OR DEPARTMENT AND WOULD THEY LIKE TO BE MORE INVOLVED?

PERCENTAGE OF PART-TIME FACULTY WHO FEEL INVOLVED WITH THEIR DIVISION OR DEPARTMENT, BY LEVEL OF INVOLVEMENT

	Associate Program	Other Part-Time	Total
Strongly involved	12.5%	25.0%	22.2%
Somewhat involved	29.2%	23.8%	25.0%
Slightly involved	33.3%	32.1%	32.4%
Not involved	25.0%	19.0%	20.4%

PERCENTAGE OF PART-TIME FACULTY WHO WOULD "LIKE TO BECOME MORE INVOLVED WITH DIVISION/DEPARTMENT"



ANSWER: Nearly 80 percent of the part-time faculty feel involved in their division or department (79.6 percent). Even with the high level of perceived involvement, about 80 percent of the part-time faculty indicated they want more involvement (79.2 percent).

A slightly smaller percentage of Associate Program participants felt involved in their division or department than did other part-time faculty (75.0 percent versus 80.9 percent). A slightly larger percentage of Associate Program faculty want to become more involved.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

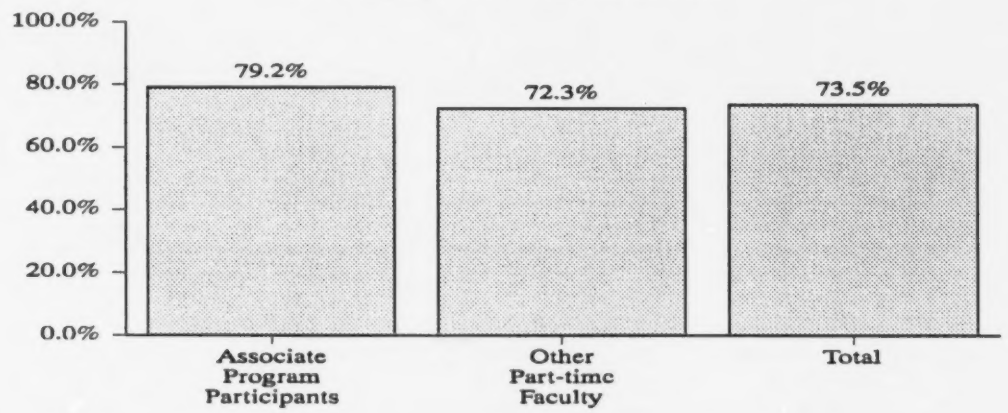
SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: HOW INVOLVED DO PART-TIME FACULTY FEEL WITH THE COLLEGE AND WOULD THEY LIKE TO BE MORE INVOLVED?

PERCENTAGE OF PART-TIME FACULTY WHO FEEL INVOLVED WITH THE COLLEGE, BY LEVEL OF INVOLVEMENT

	Associate Program	Other Part-Time	Total
Strongly involved	20.8%	16.9%	17.8%
Somewhat involved	37.5%	41.0%	40.2%
Slightly involved	33.3%	34.9%	34.6%
Not involved	8.3%	7.2%	7.5%

PERCENTAGE OF PART-TIME FACULTY WHO WOULD "LIKE TO BECOME MORE INVOLVED WITH THE COLLEGE"



ANSWER: Over ninety percent of the part-time faculty feel involved with the college (92.6 percent). Even with the high level of perceived involvement, nearly three-quarters of the part-time faculty indicated they want more involvement (73.8 percent).

There was little difference between the responses of Associate Program participants and other part-time faculty in regard to how involved they felt with the college. A slightly larger percentage of Associate Program faculty want to become more involved, however (79.2 percent versus 72.3 percent).

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME FACULTY FEEL WELCOME AT THE COLLEGE?

PERCENTAGE OF PART-TIME FACULTY WHO FEEL "OTHER FACULTY AND ADMINISTRATORS GO OUT OF THEIR WAY TO CREATE A HOSPITABLE CLIMATE AT THE COLLEGE"

	Associate Program	Other Part-Time	Total
Strongly agree	50.0%	31.3%	35.2%
Agree	36.4%	59.0%	54.3%
Disagree	9.0%	8.4%	8.6%
Strongly disagree	4.5%	1.2%	1.9%

ANSWER: Nearly ninety percent of the part-time faculty felt that other faculty and administrators tried to create a welcoming climate at the college.

There was little difference between the responses of Associate Program participants and other part-time faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: ARE PART-TIME FACULTY INVOLVED IN CAMPUS GOVERNANCE?

PERCENTAGE OF PART-TIME FACULTY PARTICIPATING ON COMMITTEES OR IN OTHER DECISION-MAKING PROCESSES AT THE COLLEGE, BY FREQUENCY OF INVOLVEMENT

	Associate Program	Other Part-Time	Total
Frequently	4.2%	4.8%	4.7%
Occasionally	25.0%	19.3%	20.6%
Never	70.8%	75.9%	74.7%

ANSWER: About one-quarter of the part-time faculty participate in campus committees (25.3 percent).

A slightly larger percentage of Associate Program participants are active in campus governance than other part-time faculty (29.0 percent versus 24.1 percent).

Part III

VOCATIONAL AND ACADEMIC FACULTY

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO PART-TIME VOCATIONAL FACULTY COMMUNICATE WITH OTHER FACULTY MORE THAN PART-TIME ACADEMIC FACULTY?

MEAN/MEDIAN NUMBER OF ANNUAL TALKS WITH...

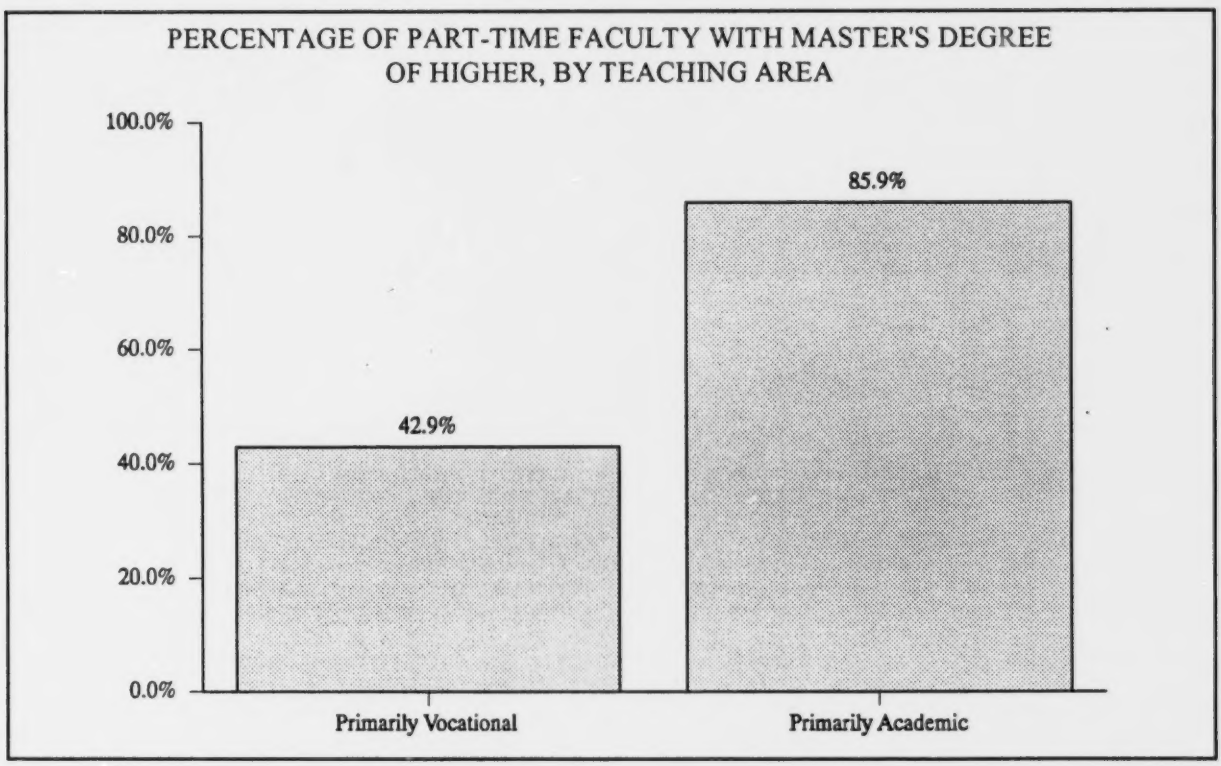
	Primarily Vocational	Primarily Academic
1. Division Chair		
Mean number	11.26	4.23
Median number	10.00	2.00
2. Lead Faculty		
Mean number	17.09	13.50
Median number	10.00	10.00
3. Other Faculty in Department		
Mean number	14.97	15.53
Median number	10.00	10.00
4. Other Faculty outside Department		
Mean number	12.41	9.58
Median number	10.00	4.00
N =	**35**	**72**
N of Associate Program participants	**5**	**19**
% of Associate Program participants	**14.3%**	**26.4%**

ANSWER: Part-time vocational faculty communicate more often with their Division Chair, their Lead Faculty member, and with other faculty outside their department than do part-time faculty who teach primarily academic subjects.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: IS THERE ANY DIFFERENCE IN THE DEGREE ATTAINMENT OF "PRIMARILY ACADEMIC" AS VERSUS "PRIMARILY VOCATIONAL" FACULTY?

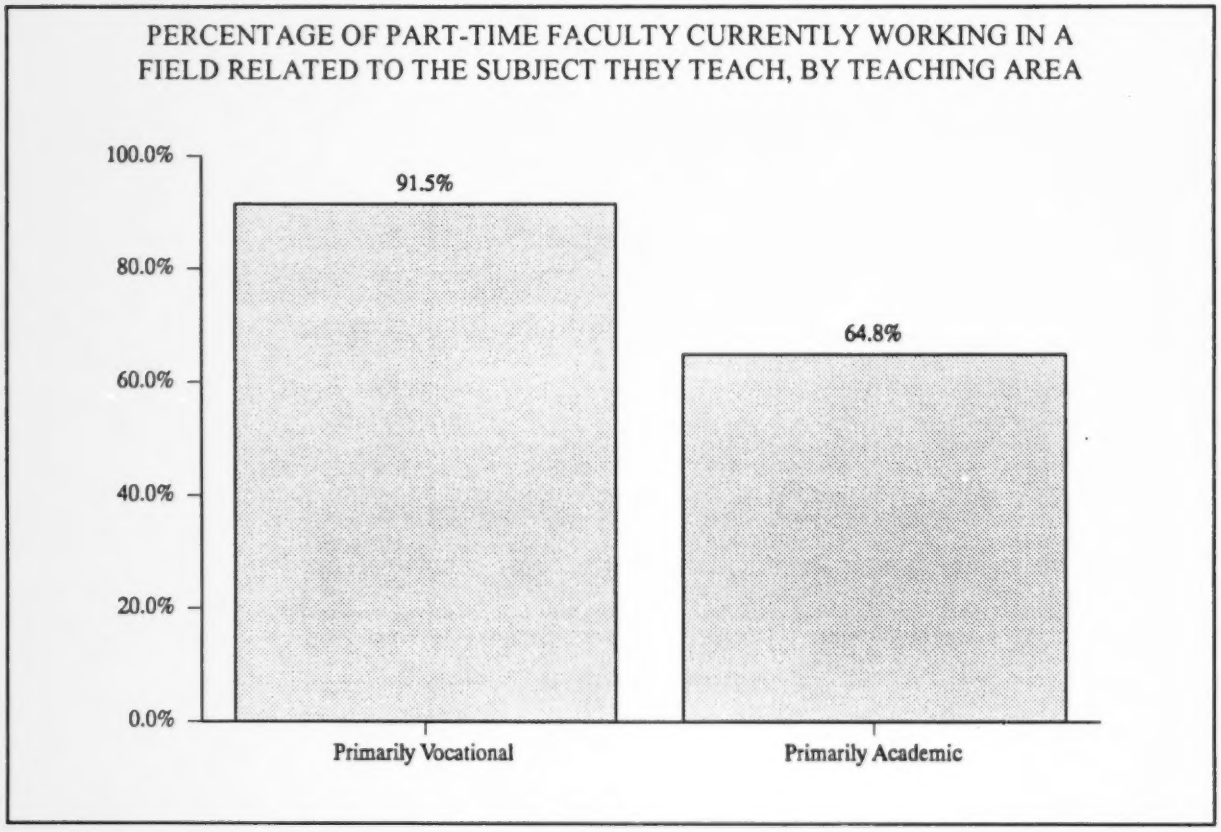


ANSWER: The degree attainment of primarily vocational faculty is lower than that of primarily academic faculty. Over 85 percent of the academic faculty held Master's degrees or higher as versus 43 percent of the vocational faculty.

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

QUESTION: DO MOST VOCATIONAL FACULTY CURRENTLY WORK IN THEIR FIELD?



ANSWER: Vocational faculty are well qualified in their profession. Over 90 percent are currently working in their field, and most are working full-time. About 85 percent of the vocational faculty have worked full-time in their profession at some point in their career.

Part IV

WHAT COULD THE COLLEGE OR YOUR DIVISION DO TO MAKE YOUR JOB AS A PART-TIME INSTRUCTOR BETTER?

Respondent's Comments

RESPONDENT'S COMMENTS

17. What could College of the Canyons or your Division do to make your job as a part-time instructor better?

EQUIPMENT/OFFICE SPACE:

Provide maps, wall posters and illustrations pertaining to the Spanish class (102)

Provide an office with my own desk (109)

Equipment - ours is obsolete and always threatening to break down (115)

Provide necessary equipment (116)

It would be really nice if the air conditioning could remain on after 6:00pm, until classes are over at 9:45pm. It sometimes gets stuffy and students get restless and complain (127)

Provide more up-to-date equipment (143)

Provide some access to office space to see students (153)

Office space not shared at same hours (169)

Have more funds available to purchase more computer equipment. I teach 20-25 students computer graphics on two computers (170)

Give part-time instructors offices (171)

Buy more maps (186)

1) Make sure chalk, staplers and erasers are available in every classroom; 2) Provide graders/student TA's; 3) Provide photocopy machines that we can just walk up to and use without paperwork (187)

Some place to have office hours (209)

TEACHING HOURS:

Offering more hours to part-time instructors - at least 6 hours/week (101)

More hours to extend beyond 13 lab hours per week (114)

Encourage future full-time employment (125)

Honestly? Consider hiring one or two people (students) to act as homework and test graders for adjuncts within each department. I spend 2 to 3 times the amount of time I'm paid for, reviewing and grading homework, preparing for class, preparing tests, grading tests and doing research. It would sure help me (152)

Pay for ofc. hour (163)

Unfortunately, part-time is not enough to make a living - teaching should be a career and profession, not a hobby (204)

Consult me re: next semester schedule prior to printing it (213)

DIVISION/DEPARTMENT MEETINGS:

Hold division, department, academic senate meetings at times part-timers can attend. Many of us work 9-5 every day (104)

To be made aware of Departmental meetings (126)

I have always enjoyed a very rewarding experience as a COC adjunct instructor. Occasionally meetings of Department disciplines faculty for the purpose of an informal exchange of teaching techniques, etc., could be valuable. However, the scheduling of such meetings to the convenience of such a large adjunct faculty presents a real problem (137)

Advise me of divisional meetings which are held periodically (154)

Be more flexible with meeting hours. Everything is geared for day instructors (156)

When attending Dept. & Division meetings, part-time instructor should be payed for their time (162)

I would like our lead faculty to have a meeting now and then. Our specific dept. has no contact unless I initiate it (164)

Division meetings- talk with all of the A/J instructors at the same time (203)

Notify me of department meetings; open up other committees to part-time instructors (205)

The more classes I teach, the more able I am to devote time to campus involvement. Otherwise, it is financially impossible for me to structure my time around activities I'd like to be involved in at COC (193)

DIVISION CHAIRS/LEAD FACULTY:

I feel well supported - couldn't be better - love my job - I get lot's of help when I ask for it (133)

Nothing! My job here is wonderful thanks to Kathy Clements & Gloria M. It is a pleasure to work here (166)

I have no complaints, and any problems that have arisen have always been handled by the Division immediately (188)

The job is fine. I show up and teach my class and leave. Except for meetings regard the program I teach in which occurs once each semester, that is my only involvement. Helen Lusk takes care of any issue I have. I'm happy and not complaining. Everything is great (134)

The office staff is very helpful and provide the support I need - i.e., Audio visual; admissions; IRC (199)

Donna Davidson. My Lead Faculty Member (Department Chair) is helpful, supportive, communicative, and does an outstanding job, making suggestions re classroom management, providing materials on occasion, and being an available and dependable resource (201)

More involvement by the Dept. staff would improve the relationship to the College (217)

INCREASED INVOLVEMENT FOR PART-TIME FACULTY:

Increase avenues of communication (111)

Have "like classes" meet in same general area - more chance for casual interface with other teachers (112)

Informal time with division/department members (120)

Schedule an evening or weekend time instructors could discuss teaching ideas with other interested instructors (121)

Orientation for new PT instructors (132)

Provide brief sessions at dinner time in faculty dining room (136)

Find ways to facilitate contact and participation with full and part-time faculty and staff (144)

Improve communication (155)

No problem. In fact I like the idea of being paired with a full-time faculty member to talk to (158)

A contact person who could show someone the ropes could be nice (161)

Have a better communication with the department faculty (180)

By offering 1) more supervision 2) staff development opportunities and 3) feedback (183)

More interaction to feel a part of faculty (211)

Update continually on latest changes, news, etc. (214)

There should be a part-time instructors association and have several meeting during the year. I believe that part-time instructors should have a representative at Academic Senate meetings (216)

CURRICULUM:

Although COC does a better job than most CC's, involving adjunct in some curriculum development would be gratifying (105)

Take more interest in the Dance Program by helping to raise funds for the Dance Concert in hopes of attracting better students (106)

Develop my area more fully (113)

Work up some lecture-demos for sections of course in which I teach one section (148)

When teaching a new subject give more help (191)

Practical matters - e.g., TV monitors should be installed in classrooms; strengthen curriculum; more awareness of multi-cultural education; more ethnic student organizations (197)

RELATIONSHIPS WITH FULL-TIME FACULTY:

Having taught full-time in the past, I felt as though the rest of the faculty were my colleagues. Here, I feel a real distinction between the full-time "colleagues" and the part-time "help", even though we teach the same courses. I guess more input would be nice (165)

ASSOCIATE PROGRAM:

Perhaps offer associate program at more accessible times (135)

Be able to repeat the Teaching Analysis portion of the Associate Program (194)

Hire a full-time program instructor/coordinator (196)

MISCELLANEOUS COMMENTS:

Nothing (103)
Nothing (110)
I don't know - COC et al. do a lot now (118)
Personal communication (123)
No criticism - well organized (128)
Nothing (130)
Keep people without parking permits out of faculty spaces (142)
Insurance benefits would be a fantastic bonus (145)
I think they do what ever is possible (146)
They're doing a very good job (151)
Can't think of anything (159)
Nothing (172)
No suggestions at this time (174)
No complaints (175)
Pretty good at this point (176)
Nothing at all. Works quite well (178)
Nothing (181)
I enjoy working at COC. My dept. is great. They are excellent to work with (182)
Frankly, I'm happy as a clam! (185)
Nothing (192)

Appendix

SURVEY OF PART-TIME FACULTY

CODE # _____

N = 108/116
Response rate 93.1%

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

PART I: INVOLVEMENT WITH COLLEGE AND DIVISION

1. How often do you usually talk to your Division Chair, either in person or on the phone? Check only one.

9.3%	Once a week	N=107
14.0	Once a month	
12.1	Twice a semester	
23.4	Once a semester	
38.3	Never	
2.8	Other. Please specify _____	

2. How often do you usually talk with your Lead Faculty Member (Department Chair), either in person or on the phone? Check only one.

30.6%	Once a week	N=108
22.2	Once a month	
22.2	Twice a semester	
10.2	Once a semester	
11.1	Never	
3.7	Other. Please specify _____	

3. How often do you usually talk with other faculty members <u>in your department</u>? Check only one.

37.0%	Once a week	N=108
17.6	Once a month	
11.1	Twice a semester	
13.0	Once a semester	
15.7	Never	
5.6	Other. Please specify _____	

4. How often do you usually talk to other faculty members <u>outside your department</u>? Check only one.

21.5%	Once a week	N=107
21.5	Once a month	
13.1	Twice a semester	
10.3	Once a semester	
30.8	Never	
2.8	Other. Please specify _____	

5. How often do you usually <u>discuss teaching or teaching practices</u> with other faculty at College of the Canyons? Check only one.

19.4%	Once a week	N=108
22.2	Once a month	
13.0	Twice a semester	
17.6	Once a semester	
22.2	Never	
5.6	Other. Please specify _____	

6. Would you like to meet more faculty members at College of the Canyons to talk more frequently?

74.8%	Yes	N=107
25.2	No	

7. When you started teaching part-time at the college, which of the following provided the most helpful guidance for you as an adjunct instructor? Check only one.

14.2%	Division Chair	N=106
49.1	Lead Faculty Member (Department Chair)	
17.0	A full-time faculty member	
6.6	A part-time faculty member	
9.4	No one provided guidance for me	
3.8	Other	

8. Do you receive regular memos or correspondence from the Division Chair or Lead Faculty Member throughout the semester?

67.0%	Yes	N=106
33.0	No	

9. Do you attend Division and/or Department meetings throughout the semester?

15.0%	Yes	N=107
85.0	No	

10. If you do not attend Division/Department meetings, which of the following reasons apply? Check as many as apply. N=108

33.3%	Not aware of Division/Dept. meetings
13.0	Meetings are for full-time faculty only
59.3	Unavailable to attend daytime meetings
7.4	Not interested in attending meetings
4.6	Other. Please specify _____

_____

11. How often have you participated in staff development activities, either during the FLEX Program in January or at other times during the year?

8.3%	Several times	N=108
13.9	Once or twice	
77.8	Never	

12. How often do you usually attend Academic Senate meetings at College of the Canyons? Check only one.

--	Several times a year	N=108
3.7%	Once or twice a year	
96.3	Never	

13. To what extent do you feel involved with your Division or Department at College of the Canyons? Check only one.

22.2%	Strongly involved	N=108
25.0	Somewhat involved	
32.4	Slightly involved	
20.4	Not involved	

14. In general, to what extent do you feel involved with College of the Canyons? Check only one.

17.8%	Strongly involved	N=107
40.2	Somewhat involved	
34.6	Slightly involved	
7.5	Not involved	

15. Would you like to become more involved with College of the Canyons?

73.8%	Yes	N=107
26.2	No	

16. Would you like to become more involved with your Division or Department?

79.2%	Yes	N=106
20.8	No	

17. What could College of the Canyons or your Division do to make your job as a part-time instructor better? _____

_____

_____

_____

18. In my experience, other faculty and administrators go out of their way to create a hospitable climate at College of the Canyons.

34.3% Strongly agree N=106
52.8 Agree
8.3 Disagree
1.9 Strongly Disagree
2.8 Don't Know

19. I have participated on committees or in other decision-making processes at College of the Canyons. Check only one.

40.6% Frequently N=108
20.4 Occasionally
74.1 Never
0.9 Other

PART II: ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

20. Have you participated in the Associate Program for Adjunct Faculty at College of the Canyons?

22.2% Yes (24) N=108
77.8 No (86)

21. If yes, check all sections of the program you have completed.

N=24 Instructional Skills Workshop
N=22 Advanced Teaching Workshop
N= 9 Teaching Analysis Phase

PART III: PROFESSIONAL PROFILE

22. How long have you been teaching part-time at College of the Canyons? Check only one.

1.9% This is my first semester N=108
3.7 One semester
13.0 One year
16.7 Two years
25.9 Three years
12.0 Four years
5.6 Five years
13.0 Six to ten years
5.6 Eleven to fifteen years
2.8 More than fifteen years

23. This semester, my classes meet at the following time. Check only one.

25.2% All are daytime classes N=107
61.7 All are night classes (starting after 4:30pm)
13.1 Mixture of day and night classes

24. How many hours per week are you teaching during this Fall semester at College of the Canyons?

(95)		(35)	
5.3 Mean	Lecture hours	5.5 Mean	Lab hours
5.0 Median		5.0 Median	
N=95		N=35	

25. Do you teach in a primarily vocational or a primarily academic subject? Check only one.

32.7% Vocational N=107
67.3 Academic

26. Do you hope to eventually teach full-time? Check only one.

29.9% No N=107
52.3 Yes, at College of the Canyons
3.7 Yes, at another 2-year college
9.3 Yes, at a 4-year college/university
2.8 I currently teach full-time at another college or university
1.9 Unsure

27. Are you currently working in a field related to the subject you teach at College of the Canyons? Check only one.

26.2%	No	N=107
45.8	Full-time	
15.9	Part-time	
12.1	Free-lance/consultant	

28. Have you ever worked in the field in which you teach? Check only one.

6.6%	No	N-106
72.6	Full-time	
17.0	Part-time	
3.8	Free-lance/consultant	

29. Do you currently teach part-time at a school or college other than College of the Canyons? Check as many as apply.

64.8%	No	N=108
6.5	High school	
23.1	Two-year college	
7.4	Four-year college/university	

30. Do you currently teach full-time at a school or college other than College of the Canyons? Check only one.

84.9	No	N=106
11.3	High school	
1.9	Two-year college	
1.9	Four-year college/university	

31. My age is: Check only one.

4.7%	20 - 29	N=107
30.8	30 - 39	
38.3	40 - 49	
18.7	50 - 59	
7.5	60 and above	

32. My gender is:

51.4%	Female	N=107
48.6	Male	

33. My highest degree earned is: Check only one.

0.9%	None	N=107
3.7	Vocational certificate	
3.7	Associate degree	
19.6	Bachelor's degree	
59.8	Master's degree	
8.4	Ph.D. or Ed.D.	
0.0	M.D., D.O., D.D.S., or D.V.M.	
3.7	LL.B. or J.D. (Law)	
0.0	B.D. or M. DIV. (Divinity)	

Thank you very much for your help.

Please return the survey to Nancy Mattice's mailbox by November 18, 1992, or send to:

Nancy J. Mattice
Assistant Dean of Institutional Development
College of the Canyons
26455 North Rockwell Canyon Road
Valencia, CA 91355

CODE # _____

N = 108/116
Response rate 93.1%

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF PART-TIME FACULTY
Fall 1992

PART I: INVOLVEMENT WITH COLLEGE AND DIVISION

1. How often do you usually talk to your Division Chair, either in person or on the phone? Check only one.

9.3%	Once a week	N=107
14.0	Once a month	
12.1	Twice a semester	
23.4	Once a semester	
38.3	Never	
2.8	Other. Please specify _____	

2. How often do you usually talk with your Lead Faculty Member (Department Chair), either in person or on the phone? Check only one.

30.6%	Once a week	N=108
22.2	Once a month	
22.2	Twice a semester	
10.2	Once a semester	
11.1	Never	
3.7	Other. Please specify _____	

3. How often do you usually talk with other faculty members in your department? Check only one.

37.0%	Once a week	N=108
17.6	Once a month	
11.1	Twice a semester	
13.0	Once a semester	
15.7	Never	
5.6	Other. Please specify _____	

4. How often do you usually talk to other faculty members outside your department? Check only one.

21.5%	Once a week	N=107
21.5	Once a month	
13.1	Twice a semester	
10.3	Once a semester	
30.8	Never	
2.8	Other. Please specify _____	

5. How often do you usually discuss teaching or teaching practices with other faculty at College of the Canyons? Check only one.

19.4%	Once a week	N=108
22.2	Once a month	
13.0	Twice a semester	
17.6	Once a semester	
22.2	Never	
5.6	Other. Please specify _____	

6. Would you like to meet more faculty members at College of the Canyons to talk more frequently?

74.8%	Yes	N=107
25.2	No	

7. When you started teaching part-time at the college, which of the following provided the most helpful guidance for you as an adjunct instructor? Check only one.

14.2% Division Chair N=106
49.1 Lead Faculty Member (Department Chair)
17.0 A full-time faculty member
6.6 A part-time faculty member
9.4 No one provided guidance for me
3.8 Other

8. Do you receive regular memos or correspondence from the Division Chair or Lead Faculty Member throughout the semester?

67.0% Yes N=106
33.0 No

9. Do you attend Division and/or Department meetings throughout the semester?

15.0% Yes N=107
85.0 No

10. If you do not attend Division/Department meetings, which of the following reasons apply? Check as many as apply. N=108

33.3% Not aware of Division/Dept. meetings
13.0 Meetings are for full-time faculty only
59.3 Unavailable to attend daytime meetings
7.4 Not interested in attending meetings
4.6 Other. Please specify _____

_____

11. How often have you participated in staff development activities, either during the FLEX Program in January or at other times during the year?

8.3% Several times N=108
13.9 Once or twice
77.8 Never

12. How often do you usually attend Academic Senate meetings at College of the Canyons? Check only one.

-- Several times a year N=108
3.7% Once or twice a year
96.3 Never

13. To what extent do you feel involved with your Division or Department at College of the Canyons? Check only one.

22.2% Strongly involved N=108
25.0 Somewhat involved
32.4 Slightly involved
20.4 Not involved

14. In general, to what extent do you feel involved with College of the Canyons? Check only one.

17.8% Strongly involved N=107
40.2 Somewhat involved
34.6 Slightly involved
7.5 Not involved

15. Would you like to become more involved with College of the Canyons?

73.8% Yes N=107
26.2 No

16. Would you like to become more involved with your Division or Department?

79.2% Yes N=106
20.8 No

17. What could College of the Canyons or your Division do to make your job as a part-time instructor better? _____

_____

_____

_____

18. In my experience, other faculty and administrators go out of their way to create a hospitable climate at College of the Canyons.

34.3%	Strongly agree	N=106
52.8	Agree	
8.3	Disagree	
1.9	Strongly Disagree	
2.8	Don't Know	

19. I have participated on committees or in other decision-making processes at College of the Canyons. Check only one.

40.6%	Frequently	N=108
20.4	Occasionally	
74.1	Never	
0.9	Other	

PART II: ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

20. Have you participated in the Associate Program for Adjunct Faculty at College of the Canyons?

22.2%	Yes (24)	N=108
77.8	No (86)	

21. If yes, check all sections of the program you have completed.

N=24	Instructional Skills Workshop
N=22	Advanced Teaching Workshop
N= 9	Teaching Analysis Phase

PART III: PROFESSIONAL PROFILE

22. How long have you been teaching part-time at College of the Canyons? Check only one.

1.9%	This is my first semester	N=108
3.7	One semester	
13.0	One year	
16.7	Two years	
25.9	Three years	
12.0	Four years	
5.6	Five years	
13.0	Six to ten years	
5.6	Eleven to fifteen years	
2.8	More than fifteen years	

23. This semester, my classes meet at the following time. Check only one.

25.2%	All are daytime classes	N=107
61.7	All are night classes (starting after 4:30pm)	
13.1	Mixture of day and night classes	

24. How many hours per week are you teaching during this Fall semester at College of the Canyons?

(95)		(35)	
5.3 Mean	Lecture hours	5.5 Mean	Lab hours
5.0 Median		5.0 Median	
N=95		N=35	

25. Do you teach in a primarily vocational or a primarily academic subject? Check only one.

32.7%	Vocational	N=107
67.3	Academic	

26. Do you hope to eventually teach full-time? Check only one.

29.9%	No	N=107
52.3	Yes, at College of the Canyons	
3.7	Yes, at another 2-year college	
9.3	Yes, at a 4-year college/university	
2.8	I currently teach full-time at another college or university	
1.9	Unsure	

27. Are you currently working in a field related to the subject you teach at College of the Canyons? Check only one.

26.2%	No	N=107
45.8	Full-time	
15.9	Part-time	
12.1	Free-lance/consultant	

28. Have you ever worked in the field in which you teach? Check only one.

6.6%	No	N=106
72.6	Full-time	
17.0	Part-time	
3.8	Free-lance/consultant	

29. Do you currently teach part-time at a school or college other than College of the Canyons? Check as many as apply.

64.8%	No	N=108
6.5	High school	
23.1	Two-year college	
7.4	Four-year college/university	

30. Do you currently teach full-time at a school or college other than College of the Canyons? Check only one.

84.9	No	N=106
11.3	High school	
1.9	Two-year college	
1.9	Four-year college/university	

31. My age is: Check only one.

4.7%	20 - 29	N=107
30.8	30 - 39	
38.3	40 - 49	
18.7	50 - 59	
7.5	60 and above	

32. My gender is:

51.4%	Female	N=107
48.6	Male	

33. My highest degree earned is: Check only one.

0.9%	None	N=107
3.7	Vocational certificate	
3.7	Associate degree	
19.6	Bachelor's degree	
59.8	Master's degree	
8.4	Ph.D. or Ed.D.	
0.0	M.D., D.O., D.D.S., or D.V.M.	
3.7	LL.B. or J.D. (Law)	
0.0	B.D. or M. DIV. (Divinity)	

Thank you very much for your help.

Please return the survey to Nancy Mattice's mailbox by November 18, 1992, or send to:

Nancy J. Mattice
Assistant Dean of Institutional Development
College of the Canyons
26455 North Rockwell Canyon Road
Valencia, CA 91355